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ABSTRACT

As in other units in this series, this teaching guide is structured on the basis of one major generalization, supporting generalizations, and suggestions of learning activities and materials leading to an understanding of these ideas. For Grade 3, the major generalization is, "Skin color is only one of many obvious physical differences among people; all people share other common human characteristics and attributes." Some of the supporting ideas are: 1) Differences in skin color are caused by different amounts of pigment in the skin; 2) Skin color differences developed long ago in response to environment; and, 3) There are important similarities among all people whatever their skin color. The conceptual sequence runs from concept formation; interpretation of data; application of generalizations; and interpretation of attitudes and feelings. Learning activities are highly varied and place heavy emphasis on active involvement of the students. Instructional materials include films, filmstrips, books, poems, and stories. An appendix includes some of the poems and stories recommended in the guide. See SO 000 584 for a listing of related documents. (JLB)

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THIRD GRADE SOCIAL STUDIES UNIT

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Main Idea: Skin color is only one of many obvious physical differences among people. All people share other common human characteristics and attributes.

CONTENT	LEARNING EXPERIENCES
1. Differences in skin color are caused by different amounts of pigment in the skin. 2. Physical traits like skin color are inherited characteristics. 3. Skin color differences developed long ago in response to environment. 4. There are great individual variations among people with the same skin color. 5. There are important similarities among all people whatever their skin color. Materials Books Bateman - How Man Began Cohen - The Color of Man Evans - All About Us Lerner - Red Man, White Man, African Chief Los Angeles Schools - Americans Then And Now Pomerantz - Why You Look Like You Whereas I Tend To Look Like Me Showers - Your Skin and Mine Yashima - Crow Boy Chart Eye Color	Opener/ Show children the pictures of the three boys on pages 2 - 3 Your Skin and Mine. Ask students: What are some ways that these three boys are alike? Are there ways in which they are different? List the likenesses and differences noted by children on the chalkboard. Note the nature of student responses to skin color or racial differences. Ask children to look around at the boys and girls in their class. Can they add other likenesses and differences to their lists? Are there ways that the items on the two lists can be grouped? How can these groups be labeled? Note to Teacher: The listing-grouping-labeling sequence in the Opener assesses children's ability to observe physical differences among people and gives children practice in Thinking Task I - Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.

CONTENT	LEARNING EXPERIENCES
Films Encyc. Brit. - What Color Are You? Coronet - People Are Alike and Different Maps The World - Outline Map Models Heart Skeleton Skin Torso of Human Body Study Prints Black America Yesterday and Today Children of Africa Children of Asia Children of Europe Children of North America Transparencies MMM - Races of Mankind Random House - Color of Man	1. Refer to list of likenesses and differences made in the Opener. Have children review the ways in which people are physically different--height, weight, hair color, eye color, skin color, etc. Point out to children that color is one of the visible ways in which people are different and that they will find out some interesting things about color. a. Let children collect groups of things that are all the same color from objects available in the room: red things, blue things, yellow things etc. b. Have them examine the things in each group. Are all the things in the red group exactly the same color? The blue group? The yellow group? How many different shades of color are there within each group? c. Perform a color experiment with paint. Mix varying amounts of one color dry tempra with white paint. What happens as more dry color is added to the white paint? Tell students that the dry color contains a pigment which gives it its characteristic color. d. Have children look again at the grouped items and identify those things of red, blue or yellow that contain more of that color pigment. 2. Again show children the picture of the three boys on pages 2 - 3 of Your Skin and Mine. Ask students to tell which boy has the lightest skin, the next darkest, the darkest.

CONTENT	LEARNING EXPERIENCES
	a. Ask students: Can anyone suggest a reason why some people have light skins and others have dark skins? Write student responses on the chalkboard and save for use in Activity 4. b. Read Your Skin and Mine. Discuss these questions: 1) What are the two layers of the skin? 2) Which of these layers is the outside layer ? 3) Which layer contains blood? 4) What is melanin? 5) Does everyone have melanin in his skin? 6) What job does melanin do? c. Optional: Use the model of the Skin available from the IMC to let students examine the different layers of the skin. 3. Cut a potato, banana, orange and cucumber in half and show the cut sides to the children. What color are the cut sides? Ask children: What do you think will happen if we leave these in the sun for a few hours? a. Place these four things in a spot in the room where they will receive the direct rays of the sun. Leave them for 3-4 hours and then have children observe them.

CONTENT	LEARNING EXPERIENCES
	b. Ask children: 1) What has happened to the cut sides of the potato and banana? 2) Why do you think this happened? 3) Why isn't a freshly peeled potato or banana brown? 4) What happened to the cut sides of the orange and the cucumber? 5) Why do you think they did not turn brown? 6) Can you think of any way to explain the difference between what happened to the potato and what happened to the cucumber? 4. Select one of these references about skin color to read to the class or divide the children into groups and let a good reader in each group read the material to the group. Lerner - Red Man, White Man, African Chief Cohen - The Color of Man, pages 4-9 Evans - All About Us, pages 25-31 Note to Teacher: There are five different pigments in the skin but the one that has the most to do with its color is a black pigment called melanin. The yellow-orange pigment carotene can give the skin a yellowish tinge. Carotene comes from certain foods such as corn, carrots and fish oils. People who eat much of these

CONTENT	LEARNING EXPERIENCES
	foods may appear to have a yellow skin color. Carotene is not considered a basic skin pigment, however, because it disappears when the diet is changed. Dietary changes of this type account for the fact that Chinese in China, for example, have skins that look more yellow than those of Chinese in the United States. a. When children have finished reading, discuss these questions: 1) What is pigment? 2) What pigments does our skin contain? 3) What color skin do people have if their skin contains a lot of melanin? 4) What color skin do people have if their skin contains very little melanin? 5) Does anyone in our class have exactly the same color skin? 6) Why do people have different skin colors? b. Check children's responses to the last question with the responses listed in Activity 2. c. Optional: Use transparency #1, Skin Color, and Transparency #2, Eye Color (Color of Man Series) to give children additional intake about how melanin affects skin and eye color. d. Begin an illustrated class dictionary of words

CONTENT	LEARNING EXPERIENCES
	and phrases used in the study of skin color: pigment, melanin. 5. Have children cut out pictures of people from news papers and magazines to make a class bulletin board about physical differences among people. Encourage children to note differences in skin, hair and eye color as obvious physical differences among people. 6. Have children look again at the three boys in Your Skin and Mine. Identify each boy by name and discuss each boy in turn. Let children tell anything they think might be true about this boy or his family. a. Divide the class into three groups. Assign each group one of the three boys and have the children in that group draw and cut out a picture of other people in that boy's family: mother, father, sister or brother. When pictures are completed, have children group their pictures on a bulletin board under these three headings: Henry's Family, Mark's Family, Jerry's Family. b. Have children look at the bulletin board groupings. Ask: 1) How did you decide what the other people in the boys' families might look like? 2) What do you notice about the different family groups? 3) Do people in the same family often look

CONTENT	LEARNING EXPERIENCES
	alike in certain ways? 4) Do you look like your parents in certain ways? 5) Can anyone suggest any reasons why children often look like their parents? List children's responses to the last question on tagboard and save for use in the Activity 8.
Note to Teacher: Children may at this point raise questions about how a baby gets genes from both the father and the mother. These questions may be handled in different ways depending upon the maturity of the class and the desire of the teacher to deal with the subject. Three possible approaches to these questions are: (1) answer questions as raised; (2) tell children to raise these questions with their parents; (3) tell children they will learn more about this subject in their health studies at a later time.	7. Read to children or duplicate and have them read "I Wonder Why" (This reading and another short reading "Genes and Giraffes" are included in the Teacher Appendix. Multiple copies of all readings contained in the Appendix are available upon request.) a. Discuss these questions: 1) What are genes? 2) What is heredity? 3) What do genes have to do with heredity? 4) What do genes have to do with the way we look? 5) Why do children look like their parents in some ways? 6) Why do children in the same family often look like each other? 7) Do children in the same family always

CONTENT	LEARNING EXPERIENCES
	look like each other? Why not? b. Let children examine the chart on eye color to reinforce points made in the reading. c. Why You Look Like You Whereas I Tend To Look Like Me by Charlotte Pomerantz is a delightful presentation of the facts of heredity done in rhyming verse. The book may be too difficult for many children but some may enjoy hearing parts of the book. 8. Have children review the responses listed in Activity 6. Do they still agree with these responses? What else do they wish to add to their lists? a. Add to the class dictionary of words and phrases started in Activity 4 these terms: gene, heredity, dominant, recessive. b. Have children play the "Stand-Up Voting Game" by standing up when the answer to these questions is "yes". 1) How many of you have fathers who have brown eyes? 2) How many of you have brown eyes? 3) How many of you have mothers with blue eyes? 4) How many of you have blue eyes? 5) How many of you have brothers or sisters with dark hair?

CONTENT	LEARNING EXPERIENCES
EVERYBODY SAYS Everybody says I look just like my mother. Everybody says I'm the image of Aunt Bee, Everybody says My nose is like my father's, But I want to look like me. --Dorothy Aldis	6) How many of you have dark hair? 7) How many of you have fathers who are tall? 8) How many of you are tall for your age? 9) How many of you have mothers who are short? 10) How many of you are short for your age? 11) How many of you have curly hair? 12) How many of you have parents with curly hair? Let volunteers tell whether they think the results of this game have anything to do with the information in "I Wonder Why." Note to Teacher: The Voting Questions are based on physical traits passed through the genes. Among these traits are hair, skin and eye color; waviness of hair; shape of the nose; height; build; head shape; voice; sex. 9. Ask children: Does anyone ever tell you that you look like someone else in your family? What do they say to you? a. Read the poem "Everybody Says" by Dorothy Aldis. Ask: Who does the child in the poem say he wants to look like? Why do you think he wants to look only like himself? b. Have children write three to four sentence descriptions of themselves. You may wish to

CONTENT	LEARNING EXPERIENCES
	scramble these, pass them out and ask the children to read the one they receive and see if they can identify the calssmate described.
	10. Refer to the bulletin board pictures children made of Henry's family, Mark's family, Jerry's family. Point out that families like these are often said to belong to different color groups. Tell them the correct terms for these groups: Mongoloid, Negroid and Caucasoid. This might also be an appropriate time to initiate a discussion of other words used to refer to people of different colors.
	a. Show children the chart on page 71, <u>How Man Began</u>. Point out that a scale such as this one is sometimes used to compare skin colors. Be sure children note the overlap of colors among the three groups.
	<u>Note to Teacher</u>: There is great disagreement among scientists about what the concept "race" means and about whether distinct racial groups exist. It is important to avoid the impression that there are fixed racial classifications and to continually emphasize that physical traits like skin color must be placed on a continuum rather than viewed as sharply defined categories.
	b. Ask children: Are people who belong to the same racial group all the same color? What color differences can be seen among those who belong to the Caucasoid group?
	c. Add the terms for the three groups to the illustrated class dictionary: Mongoloid, Negroid, Caucasoid.

CONTENT	LEARNING EXPERIENCES
	11. Use a globe or a wall map of the world and ask childre to locate the areas of the world where it is hottest. Help them relate these areas to the equator. Have them locate the areas where it is the coldest and relate these areas to the North and South Poles. a. Add these words to the class dictionary: equator, North Pole, South Pole. b. Ask children: Why do you think it is hottest near the equator? Note: A common answer may be "because it is closer to the sun." This misconception will be clarified by the next activity. c. Perform this demonstration to show the relationship between the angle of the sun's rays and the heat of the sun. Draw a circle on the chalkboard with the diameter line representing the equator. Fasten a flashlight with a rubber band to the end of a yard stick. Darken the room. Hold the flashlight equidistant from the circle on the chalkboard and direct it first perpendicular to the circle and then at an angle to the circle. Repeat this several times, always asking the children what they notice. They should detect the difference in the amount of light given. When the light is perpendicular, the light on the board will be bright over a small area, and when the flash is held at an angle, the light on the board will be covering a larger area but with less intensity of light.

CONTENT	LEARNING EXPERIENCES
	d. Discuss these questions: 1) What did you notice as the angle of the flashlight was changed? 2) Why is sunlight strongest at the equator? 3) What parts of the world receive the least sunlight? 4) When is the sunlight strongest on our part of the world? 5) What happens to our skin when we stay out in the sun in the summer time? 6) Why does our skin get tan? 7) How does that protect us? 8) Why might a light skinned person be more uncomfortable than a dark skinned person in a hot, sunny climate? 12. Put a wall map of the world on the bulletin board. Have the children label the climate regions of the world (hot and cold or tropical, temperate and polar). a. Ask children to imagine that it is thousands of years ago when the first man lived on earth. Did these early men have warm houses to live in? Did they have warm clothes to wear? What place in the world do they think it would have been easiest for the first men to live? Why?

CONTENT	LEARNING EXPERIENCES
	b. Let children place figures on the map to show where they think the first men might have lived. c. Tell children that they are going to find out about early man, where he lived, how he came to live in other parts of the world and what happened to him as he moved from warmer to colder climates. d. Ask the children: 1) Where did we place the first men? Why? 2) What color skin do you think these first people had? 3) Why do you think early people moved out to other areas? 4) How do you think people might have changed as they moved throughout the world? e. Enter the information from the children's answers in the first column of the retrieval chart (see following page).

CONTENT	LEARNING EXPERIENCES

	What We Think	What We Read
Where did the first men live?		
What color skin do scientists think they had?		
Why did men move to other areas of the world?		
How did men change as they moved throughout the world?		
How did these changes help men live?		

13. Show the film What Color Are You. (CES-3) This film is excellent and you may wish to show it again after students have completed Activity 14.

    a. Have children place the information from the film on their retrieval chart.

    b. Discuss these questions:

        1) What would happen to your skin if you lived in a hot place all year long?

CONTENT	LEARNING EXPERIENCES
	2) Would your skin stay tan if you moved back to a colder place? 3) How does skin color help people adjust to different climates? 4) What other differences in appearance helped people adjust to differences in climate? 5) Can you live anywhere in the world that you want today? Can everyone? Why? c. Have children examine their own skins to see how the sun has affected their skin color: palm of hand vs. back of hand; inner arm vs. outer arm, etc. What does this tell them about the effect of the sun? d. Let the children place other figures on the world map to show how man moved throughout the world. 14. Provide additional intake for the retrieval chart by using the references listed below. The amount of intake needed will depend on the children's existing level of knowledge as assessed in Activity 12 and by the showing of the film. Bateman - <u>How Man Began</u>, pages 66-70 Cohen - <u>Color of Man</u>, pages 42-48 Evans - <u>All About Us</u>, pages 11-19 As children finish their intake from these sources, have them add the information they obtained to the retrieval chart.

CONTENT	LEARNING EXPERIENCES
Note to Teacher: Be sure that students understand the relationship between climate and the development of skin color differences. The human body uses ultra violet light to turn a chemical in the skin called ergosterol into Vitamin D. The melanin in the skin of a darker skinned person shields that person from the sun and prevents the absorption of too large an amount of Vitamin D in an area of extreme sunlight. That same person would suffer from a lack of Vitamin D in an area of weak sunlight because the melanin in the skin would interfere with the manufacture of the essential vitamin. This lack of Vitamin D would lead to the development of rickets. Over thousands of years, natural selection favored the development of darker skinned people in hot, tropical climates and lighter skinned peoples in climates where the sun was less strong. Other groups also developed other types of bodily adaptations to climate. The extremely cold climate of the Arctic, for example, favored short, heavy bodily types whose bodily fat would provide insulation against the extreme cold. The fish diet of Eskimos also provides them with a natural supply of Vitamin D.	15. Use the three short news articles in the Teacher Appendix to check student understanding of major ideas connected with the development of color differences: Skull of Early Man Discovered, A Way to Make Vitamin D., An Arctic Adventure.
	a. Add any appropriate additional information to the retrieval chart.
	b. When the retrieval chart is complete, have children compare their hypotheses with the information they gained through their reading.
Task II - Interpretation of Data	c. Summarize by asking these questions:
	1) What can we say about when differences in skin color developed?
	2) What can we say about why these differences developed?
	3) Why are people in the world different today?

CONTENT	LEARNING EXPERIENCES
	16. Let children list ways that man can control his environment today. How can he protect himselt from the cold? How can he cool himself from the heat? a. Let children tell how man's power to control his environment today has affected the ability of people with different skin colors to live anywhere in the world. b. Have children make a double picture showing: What I Can Do When I'm Hot What I Can Do When I'm Cold Have them write at the bottom of their picture: I can live anywhere. 17. Select one of these activities to help children see the many differences among those with the same skin color. a. Have children compare these things among classmates with the same skin color: fot size, hand shape and size, color of hair, color of eyes, texture of hair, height. b. Have children do self portraits and use these to emphasize that each child in the class is different, that each is a unique person. c. Let children carry on an interview project to find out how they differ from each other in

CONTENT	LEARNING EXPERIENCES
	physical characteristics, interests and skills. The teacher may do a sample interview with a class volunteer and then help the students develop a list of interview questions to use with each other. Sample questions might be: 1) How tall are you? 2) What color hair and eyes do you have? 3) What's your favorite food? 4) How many brothers and sisters do you have? 5) Do you have a hobby? 6) What subjects do you like best in school? Let children interview each other in pairs and report their interview information to the class. Ask the children: 1) Are we all the same size? 2) Do we all have the same interests? 3) Can we all do the same things? 4) In what ways are the children in this class different? 18. Read <u>Crow Boy</u> by Taro Yashima to the class. a. Have children compare the Japanese classroom with their classroom.

CONTENT	LEARNING EXPERIENCES
	b. Discuss these questions: 1) How did Chibi feel about school? Why? 2) What special abilities did Chibi develop? 3) What did Chibi do in the talent show? 4) Why did the other children decide they had been wrong about Chibi? 5) Why did Chibi get a new name? c. Show children the picture of the classroom, page 31. Ask: 1) Are all these children Japanese? 2) Do they all belong to the same skin color group? 3) Do they all look alike? 4) Do they all have the same abilities? 5) In what ways are the children in this school different? 19. Point out to children that scientists have discovered many ways that people of all skin colors are the same. Tell children they will hear the stories of two doctors who helped to prove certain things about people.

CONTENT	LEARNING EXPERIENCES
Note to Teacher: The song "Point Your Finger" (see Appendix) is an expecially appropriate one for children to learn after they have heard the story of Dr. Charles Richard Drew.	a. Show students the picture of Dr. Charles Richard Drew (picture 11, Black America Yesterday and Today) and read the story about Dr. Drew (see Appendix). What did Dr. Drew's work with blood prove? b. Read the story about Dr. Christian Barnard (see Appendix). The model of the Heart may be used with this story. What did Dr. Barnard's surgery prove? 20. Use the model of the skeleton or of the human torso for observation. a. Discuss with children the various bones and/or organs and their function. b. Ask the children: 1) Can we tell a person's skin color by looking at a skeleton? 2) Can we tell a person's skin color by looking at the different organs inside a body? 3) What does this tell us about other important ways that people are alike? Note to Teacher: Many children believe that people with dark skin also have dark bones. Press the the discussion here until you are certain that all children understand that all people are internally similar.

CONTENT	LEARNING EXPERIENCES
	21. Show students pictures of two animals from different species: a dog and a cat, for example. Ask students if these two animals belong to the same family. a. Tell students that scientists say that two animals belong to the same family if these three things are true: 1) They can mate and produce offspring. 2) They can receive blood transfusions from each other. 3) They can receive organ transplants from each other. b. Ask students: 1) Are these three things true for a dog and a cat? 2) Are they true for two people with different skin colors? 3) Can a dark skinned and a light skinned person marry and have children? 4) Can an Eskimo receive a blood transfusion from one of you? 5) Can the heart of a light skinned person be transplanted into the body of a dark skinned person? 6) What does this tell you about people with

CONTENT	LEARNING EXPERIENCES
	different color skins? Note to Teacher: Students are often curious about the skin color of children produced from the marriage of people of different skin colors. Offspring in these cases are most likely to have skin color intermediate between that of the two parents. In no case will a child have skin darker than the darker parent or lighter than the lighter parent. The idea that two light skinned parents can produce a dark skinned child if one or both of the parents have had dark skinned ancestors is a racial myth. Pages 22-25 of The Color of Man discuss this topic in detail.
Task III - Application of Generalization	22. Read to children this series of short incidents: a. Let children dramatize each incident: 1) Mary was skipping along when whe tripped over a broken place in the sidewalk. What did Mary do? How did she feel? 2) Tina came home and found a present from her uncle on the kitchen table. What did Tina do? How did she feel? 3) Bill discovered that his little brother had torn up his baseball cards. What did Bill do? How did he feel? 4) Carl hit a homerun in the ball game. What did Carl do? How did he feel?

CONTENT	LEARNING EXPERIENCES
	b. After each dramatization, ask the children: What color was Mary? What color was Tina? What color was Bill? What color was Carl? Can you tell? Why not? Do all people have the same feelings? c. Let children complete a ditto sheet with these "What if" statements: 1) What if a child with red hair fell down? 2) What if a child with dark skin got a present? 3) What if a child who was tall lost his homework? 4) What if a child with yellow skin got cold? 5) What if a child with blue eyes found a quarter? 6) What if a child with white skin wasn't invited to a party? d. Have children summarize: What can you say about how all people are alike? 23. Ask children: If you met a child from another country, what would you like to know about that child? Develop with children the idea that they might want to know some of the same things that they wanted to know about each other (see Activity 16). a. Show the class three pictures of different

CONTENT	LEARNING EXPERIENCES
	children from the same racial group. (Use selected pictures from Children of Africa, Children of Asia, or Children of Europe.) Read the information on the backs of the three pictures selected. b. Ask children: 1) How are these three children alike? 2) How are they different? 3) Do they belong to the same skin color group? 4) If their skin color group is the same, what do you think accounts for the differences among them? 5) What makes people different? Note to Teacher: Children have learned in Activities 19-22 that people are the same in many ways (blood types, internal organs, feelings, etc.). They should be helped in this discussion to see that many differences among people stem from cultural rather than racial traits. This point should be continuously emphasized throughout the year in their study of African, desert and boat peoples so that they do not build up stereotypes associated with racial myths. 24. Show the film People Are Alike and Different (CES-3). Let children discuss similarities and differences among people brought out by the film. In what important ways are people alike?

CONTENT	LEARNING EXPERIENCES
	25. Select one or more of these activities to develop the idea that there are outstanding people in every skin color group. a. Tell children about the work of these three doctors: Daniel Hale Williams, Hideyo Noguchi and Christian Barnard. Ask children to tell: Who was this man? What was the color of his skin? How did he help save lives? b. Read the rain poems of these poets: Langston Hughes, Harry Behn, Basho and Izembo. Discuss the racial background of each poet. Ask the children: Do people from all groups write beautiful poetry? c. Use these three art reproductions: Elephant Figurine, Oriental Frog Box, Greek Horse. (Available from the IMC.) Identify the group from which each piece of art came. Ask the children: Do people from all groups create beautiful things? d. Read one or more of the stories from Americans Then and Now. After each story, ask children: Who was this person? What was the color of his skin? What did he do?

CONTENT	LEARNING EXPERIENCES
LIKE ME All around the world there are children like me. In many strange places they happen to be. They eat and they sleep, they run and they play; They work and are helpful day by day. Their dress and their food may seem very queer, Their homes too are different from those I know here. Bul all round the world they are still just like me, In living and giving, good friends are we. --Lois Lenski Task II - Interpretation of Data	Conclusion/ Duplicate the poem "Like Me" by Lois Lenski and have children dramatize it or present it as a choral reading. Then have children look at Transparency #6, Who in the World? (Color of Man) to see how people have similar traits. Summarize by asking the questions: 1. In what ways are people alike? 2. In what ways are they different? 3. How did these differences come about? 4. Are these differences important to you? Why or why not? 5. What can you say about people of different skin colors?

CONTENT	LEARNING EXPERIENCES

Books

Bateman, Walter L.
How Man Began, Benefic Press, 1966

Cohen, Robert
The Color of Man, Random House, 1968

Evans, Eve Knox
All About Us, Capitol Publishing Co., 1947

Lerner, Marguerite Rush
Red Man, White Man, African Chief, Medical Books, 1960

Los Angeles Schools
Americans Then and Now, Division of Instructional Services, 1966

Pomerantz, Charlotte
Why You Look Like You Wheras I Tend To Look Like Me, Wm. Scott, 1969

Showers, Paul
Your Skin and Mine, Crowell, 1965

Yashima, Taro
Crow Boy, Viking Press, 1955

Films

Coronet - *People Are Alike and Different*
Encyclopedia Brittanica - *What Color Are You*

Maps

Outline Map - The World

Models

Heart
Skeleton
Skin
Torso of Human Body

Study Prints

Black America Yesterday and Today
Children of Africa
Children of Asia
Children of Europe
Children of North America

Transparencies

MMM - Races of Mankind
Random House - The Color of Man

APPENDIX

Overview of Thinking Skills
I Wonder Why
Genes and Giraffes
Skull of Early Man Discovered
A Way to Make Vitamin D
An Arctic Adventure
Dr. Charles Richard Drew
Dr. Christian Barnard
Three Men of Medicine
Three Poets and Their Poems

COMPARING THE QUESTIONING SEQUENCES OF THE TASKS

Concept Formation	Interpretation of Data	Application of Generalizations	Interpretation of Attitudes and Feelings
LABELLING What name can we give to each group?	GENERALIZING From all that we've been saying, what can you say about _____?	GENERALIZING From all that we've been saying, what can you state?	GENERALIZING From all that we've said, what can you say about people and their behavior?
GROUPING What things go together? Why?	INFERENCING Compare, contrast, search for relationships; then ask -- Why do you think that?	SUPPORTING What might be some further consequences of that happening? Why do you think that may happen?	INFERENCING AND RELATING Why do people do things like this? Has anything like this ever happened to you? How did you feel about it? How do you think that person felt? Why? Why did such & such happen?
LISTING What did you read, see, hear or note?	LISTING or DIFFERENTIATING What did you read, see, hear or note?	PREDICTING What might happen if .....?	LISTING What happened here?

I WONDER WHY

Did you ever wonder why children look like their parents? Have you seen brothers and sisters who look alike? There is a special reason for this.

All living bodies are made up of cells. These cells contain tiny particles called genes. A gene is so small it cannot be seen in a regular microscope. Genes are passed from the mother and father to their children in the cells which form the new baby.

It is because of these genes that each child looks the way he does. The genes we get from our parents make us tall or short. They make our hair and eyes the color they are.

For example, a child could inherit one blue-eyed gene from each parent. He would then have blue eyes. Another child could inherit a brown-eyed gene from each parent. He would have brown eyes.

There are many genes and many different ways they can be put together. That is why no two children in the same family except identical twins will look exactly alike. That is also why it is possible for brothers and sisters to look different from each other.

The genes in a family are carried through the different generations. Sometimes children will look like one of their grandparents or an aunt or an uncle. Sometimes they will look like a relative who lived before they were born rather than like one of their relatives living today.

Genes may be very small, but they do a big job in making us look the way we do.

GENES AND GIRAFFES

Why is a giraffe's neck long?

Millions of years ago, the giraffe's ancestor had a neck about as long as that of a modern day horse. Of course, not all giraffes had necks of exactly the same length. Some were longer just as some people are taller than others.

The longer necked giraffes had an advantage. They could reach leaves higher up on the trees. Giraffes with shorter necks had to fight other animals for grass or for leaves closer to the ground.

Many of the short-necked giraffes died in fights for food. The longer-necked giraffes lived and produced offspring. These young giraffes had long-necks just like their parents.

Over millions of years, more and more giraffes with longer necks survived. They gave birth to more long-necked young giraffes. Soon all giraffes had long necks.

This long-necked trait is passed on from generation to generation through genes. Genes determine which characteristics a living thing passes on to its young.

SKULL OF EARLY MAN DISCOVERED

Dr. Joseph Pierson, leader of a special expedition in East Africa reported an important finding to the world yesterday. A human skull was discovered in a sealed cave there. "This skull," Dr. Pierson said, "belonged to one of the earliest men to live on earth."

The eight man expedition was overjoyed at finding the skull. "It was well worth the months of suffering in this very hot climate," said Dr. Pierson. "Although many of us became sick due to East Africa's weather conditions, all of us are happy with the results of the expedition."

The team expects to bring the skull to the United States shortly. Then they will return to Africa to search other places for evidence of early man.

A WAY TO MAKE VITAMIN D

Scientists at the University of Wisconsin laboratories made an important discovery. They found a way to add Vitamin D to milk. A special substance was treated with ultraviolet rays. This substance was then dissolved in milk. The milk then contained enough Vitamin D to meet each person's daily requirements of this important vitamin.

This discovery has almost ended the dread childhood disease of rickets. Children whose diets contained too little Vitamin D developed crooked bones because of this disease. These children were not given extra Vitamin D in Cod Liver Oil or some other vitamin preparation. Now all children can get enough Vitamin D through the milk that they drink.

ARCTIC ADVENTURE

Astronomers at the Palo Alto Planetarium are getting ready for a long visit to the Arctic. A six member team of star-gazers will spend six months near the North Pole. They plan to observe the Aurora Borealis or Northern Lights.

William Carter, leader of the group, talked about the preparations his team was making for their Arctic stay. "We're taking scientific equipment," he said, " and a large supply of medicine. I want my men to take vitamins every day while we are there.

A reporter asked Mr. Carter whether he thought the cold Arctic winter would be hard on the men. "Not on me," he laughed, "but perhaps on some of the thinner men. We'll take warm clothes, of course, but I have an extra advantage because I'm well padded."

DR. CHARLES RICHARD DREW

The most important bank ever to be set up was started by a Negro doctor, Dr. Charles Richard Drew. Dr. Drew was head of our country's first blood bank in New York City. This bank was a special place where blood was stored so that it would be ready whenever anyone needed a blood transfusion.

Dr. Drew's work in setting up this blood bank became so well-known that he was asked to go to Great Britain to help that country set up centers for storing blood. While he was there, Dr. Drew carried on many research projects about blood. His projects made it possible to produce blood plasma, a concentrated substance from the blood that could be stored for very long periods of time.

Dr. Drew returned to the United States and continued his research on blood. He wrote an article protesting the fact that Negro and White blood was kept seperate in hospital blood banks. Dr. Drew pointed out that skin color has nothing to do with blood. He reminded scientists that there are only four blood types: A,B,AB, and O. These four blood types are found in groups all over the world, no matter what the color of the group. Because of Dr. Drew's work, hospitals finally stopped separating blood according to color.

Tragically, Dr. Drew was in an automobile accident while traveling through the South. He was refused admittance to a white hospital and died as a result of the accident. He was only 46 years old at the time of his death.

CLOSE YOUR EYES AND POINT YOUR FINGER

1.
Close your eyes and point your finger;
On the map just let it linger;
Any place you point your finger to
There's someone with the same type blood as you.

2.
England, China, or Alaska;
Mexico or Madagascar;
Indonesia, Ireland or Peru
There's someone with the same type blood as you.

No type of blood is better,
No type of blood is best,
Each type of blood is just as good--
No better than the rest.

Close your eyes etc.

3.
In the mountains or the valleys,
Rich hotels or slum-like alleys--
Any place you point your finger to
There's someone with the same type blood as you.

4.
Plumbers, bankers, men of science,
Clerks or teachers, dwarfs or giants
Makes no difference what they are or do
There's someone with the same type blood as you.

5.
Nature has no favorite nation,
Color creed or occupation--
Any place you point your finger to
There's someone with the same type blood as you.

6.
Someday you may be in danger;
Then along will come a stranger
With a bit of blood to pull you through--
A <u>stranger's</u> blood may save your life for you.

Close your eyes etc.

DR. CHRISTIAN BARNARD

Christian Barnard grew up in South Africa, the son of middle class parents there. Christian wanted to be a doctor from his earliest days. He studied medicine in South Africa and later came to the United States to study surgery.

Dr. Barnard was particularly interested in heart surgery and performed many heart operations. He was well known in South Africa but few people in other countries had heard of him. Then Albert Washansky, a man close to death from heart disease, was brought into the hospital. Dr. Barnard decided to try a daring operation. He would transplant a new heart into Washansky's body.

Dr. Barnard knew that he would have to have a healthy heart to use in the transplant. The heart would have to come from someone who had died in an accident or from a disease that had not harmed the heart. Then Dr. Barnard heard that a young colored woman had just died following an automobile accident. Her family gave permission to Dr. Barnard to use her heart for the transplant operation. All over the world, news headlines carried this story: First Heart Transplant.

Albert Washansky died a few weeks after the operation, but Dr. Barnard was not discouraged. He knew that a heart transplant could be done. Within a few weeks, her performed another transplant on Phillip Blaiberg. Soon doctors in many cities around the world were performing heart transplant operations. Dr. Christian Barnard had given the world a new way to save lives.

THREE MEN OF MEDICINE

Men of many different colors have worked as doctors to save lives and provide better medical care. Here are the stories of three men whose work has helped all people in the world.

1. Dr. Daniel Hale Williams

Daniel Hale Williams was born in Pennsylvania before the Civil War, the son of a free Negro family. Daniel's father died when he was eleven and his mother decided that Dan should work as a shoemaker. Daniel hated this job and ran away to Wisconsin where he worked as a barber while going to high school. Then he studied to become a doctor and, after he graduated from Chicago Medical College, he stayed in Chicago. Dr. Williams founded Provident Hospital, a hospital to train Negroes as doctors and nurses.

One night in 1893, James Cornish was brought into Provident Hospital. He had been stabbed in the heart. No doctor had ever before attempted to repair a wound in the heart. Dr. Williams knew that unless this was done the man would die. Everyone held his breath as Dr. Williams performed a delicate operation to sew up the wound in the heart. Two months later, James Cornish left the hospital a well man. Dr. Daniel Hale Williams, an American and a Negro, was the first doctor to operate on the human heart.

2. Dr. Hideyo Noguchi

Hideyo Noguchi was born in Japan to a poor farm family. Both of his parents died when he was very young and he decided to come to the United States. Arriving here as a penniless orphan, Hideyo worked hard to support himself. He wanted to get an education so that he could become a doctor.

While in medical school, Hideyo Noguchi became interested in two mysterious diseases that killed many people--Yellow Fever and Rock Mountain

Spotted Fever. Dr. Noguchi decided to go into medical research so that he could help find the cause of these diseases. He worked many years in his medical laboratory and, because of his work, men soon found how to control these diseases. Dr. Noguchi, a Japanese-American, was responsible for saving many lives.

3. Dr. Alexander Fleming

Alexander Fleming grew up on a farm in Scotland. He loved animals as a boy. This interest led him to decide to become a doctor. He attended medical school at the University of London.

Dr. Fleming devoted his time to medical research. He was interested in the science of bacteriology, the study of germs and diseases. He wanted to find a way to cure respiratory infections and other serious diseases caused by certain types of bacteria.

Dr. Fleming experimented in his laboratory with many different germs. One day he saw that some mold had fallen into a dish containing a special food scientists use for growing germs. The mold had destroyed the germs in the dish.

Dr. Fleming examined the mold and found that it could kill many other kinds of germs. He discovered that the substance was not harmful to people. He named this new substance penicillin. Dr. Fleming was awarded the Nobel Prize in 1945 for his work in discovering penicillin.

Penicillin has been called "the wonder drug" because it cures so many different infections. Have you ever had a penicillin shot? How did this shot help cure you?

THREE POETS AND THEIR POEMS

1. Basho and Izembō

Basho and Izembō were Japanese poets who wrote haiku, a special kind of poetry that people in Japan think is most beautiful. A haiku is a short poem and usually has only seventeen syllables. It is a poem about something beautiful in nature. The reader of a haiku must add his ideas and feelings to the scene described for the poem to be complete.

Shower came!
Inside I came;
Blue sky came!

Izembō

Children, come on out
Pattering along the lane
See...it's hailing pearls.

Basho

2. Langston Hughes

Langston Hughes was a famous American Negro poet. Hughes was born in Missouri in 1902 but lived and wrote in New York City most of his life. He wrote poems, short stories and plays for grown-ups but is also noted for his lovely poems for children. Mr. Hughes died in 1968.

April Rain Song

Let the rain kiss you.
Let the rain beat upon your head with silver
liquid drops.
Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof
at night--

And I love the rain.

Langston Hughes

3. Harry Behn

Harry Behn, a white American, is well known as the author of many books and stories for children. His poems are particularly loved by young children

because he so often writes about the out-of-doors, people, animals and children's play activities.

Spring Rain

Leaves make a slow
Whispering sound
As down the drops go
Drip to the ground
  Peace, peace, says the tree.

Good wet rain!
Shout happy frogs,
Peepers and big green
Bulls in bogs,
  Lucky, lucky are we!

On a bough above,
Head under wing,
A mourning dove
Waits time to sing.
  Ah me, she sighs, ah me!

Harry Behn